

**Description:**

The long-range goal of the state leadership and technical assistance staff is to achieve and maintain a high quality and well-coordinated statewide system of professional-technical education programs that will provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace. Ultimate performance measures will be tested in Programs 02, 03, and 04.

**Major Functions and Targeted Performance Standard(s) for Each Function:**

1. Provide local education agencies with technical assistance in planning, developing, maintaining, and improving professional-technical education.

A. The number and quality of the secondary programs will continue to meet the needs of the 109 school districts.

Actual Results			
1999	2000	2001	2002
674	720	752	746
Projected Results			
2003	2004	2005	2006
763	775	775	775

B. The number and quality of postsecondary programs will continue to meet the needs of the state technical colleges.

Actual Results			
1999	2000	2001	2002
152	151	148	151
Projected Results			
2003	2004	2005	2006
150	152	153	155

2. Plan and conduct in-depth professional-technical program evaluations and compliance reviews in selected schools.

A. Federal program plans/annual applications will be regularly reviewed as required by law.

Actual Results			
1999	2000	2001	2002
100%	100%	100%	100%
Projected Results			
2003	2004	2005	2006
100%	100%	100%	100%

3. Participate actively in coordinating the development and implementation of new effective, cost-efficient professional-technical models of education. Administer programs of professional-technical education in accordance with state and federal legislation.

A. New secondary programs will continue to be developed to meet increased demand.

Actual Results			
1999	2000	2001	2002
51	65	48	31
Projected Results			
2003	2004	2005	2006
25	20	20	20

## Educ - Professional-Technical Educ Administration & Supervision

- B. Existing secondary programs will continue to be expanded to meet increased demand. (Net increase) \* This measure has been changed to reflect the net increase in actual program units rather than the number of programs with increased FTE.

Actual Results			
1999	2000	2001	2002
34.4	37.2	42.4	4.8
Projected Results			
2003	2004	2005	2006
23.8	20.0	20.0	20.0

- C. Tech-Prep Projects will be initiated and facilitated to expand Tech Prep opportunities.

Actual Results			
1999	2000	2001	2002
37	32	39	27
Projected Results			
2003	2004	2005	2006
20	15	15	10

- D. Secondary Carl Perkins Basic Grant (Title I) Projects will be initiated and facilitated to serve the needs of Idaho students.

Actual Results			
1999	2000	2001	2002
193	170	184	189
Projected Results			
2003	2004	2005	2006
189	189	189	189

- E. Postsecondary Perkins Grant (Title I) Projects will be initiated and facilitated to serve unprepared/under prepared adults.

Actual Results			
1999	2000	2001	2002
26	28	27	23
Projected Results			
2003	2004	2005	2006
23	23	23	23

- F. Non-Traditional Projects will be initiated and facilitated to increase the opportunities for women in the workplace. \*Perkins amendments eliminated set-asides for equity projects, but provided limited resources for non-traditional training.

Actual Results			
1999	2000	2001	2002
19	6*	6	6
Projected Results			
2003	2004	2005	2006
6	6	6	6

- G. Displaced Homemaker Projects will be initiated and facilitated to assist Displaced Homemakers to obtain productive employment.

Actual Results			
1999	2000	2001	2002
6	6	6	6
Projected Results			
2003	2004	2005	2006
6	6	6	6

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4. Process, approve, and monitor local program plans and grants.

- A. Secondary program plans and applications will be initiated and maintained to facilitate the use of state and federal funds.

Actual Results			
1999	2000	2001	2002
160	164	165	167
Projected Results			
2003	2004	2005	2006
167	167	167	167

- B. Postsecondary plans and annual applications will be initiated and maintained to facilitate the use of state and federal funds.

Actual Results			
1999	2000	2001	2002
26	24	24	24
Projected Results			
2003	2004	2005	2006
24	24	24	24

- C. Short-term program plans will be initiated and facilitated to maintain and improve short-term career training for adults.

Actual Results			
1999	2000	2001	2002
6	6	6	6
Projected Results			
2003	2004	2005	2006
6	6	6	6

- D. Support service grants and contracts will be initiated and maintained for Tech Prep, curriculum development, and professional development.

Actual Results			
1999	2000	2001	2002
294	189	169	199
Projected Results			
2003	2004	2005	2006
171	127	126	126

5. Ensure that teachers have state-of-the-art technological and pedagogy skills.

- A. Continue to review requests for new certifications and recertifications.

Actual Results			
1999	2000	2001	2002
260	235	367	364
Projected Results			
2003	2004	2005	2006
375	385	395	410

- B. Plan, coordinate, and/or facilitate teacher preservice and inservice workshops.

Actual Results			
1999	2000	2001	2002
178	169	332	340
Projected Results			
2003	2004	2005	2006
345	350	350	350

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C. Facilitate inservice to at least 2200 teachers per year.

Actual Results			
1999	2000	2001	2002
2,275	1,508	2,878	2,718
Projected Results			
2003	2004	2005	2006
2,200	2,200	2,200	2,200

6. Provide student organization leadership development.

A. Student organization membership will increase to meet the need (FFA, PAS, FCCLA, DECA, Delta Epsilon Chi, Skills USA-VICA, BPA, ITSA and HOSA.)

Actual Results			
1999	2000	2001	2002
8,728	8,155	8,585	8,897
Projected Results			
2003	2004	2005	2006
8,950	9,000	9,100	9,200

B. The number of leadership activities will increase to meet the need.

Actual Results			
1999	2000	2001	2002
43	44	50	40
Projected Results			
2003	2004	2005	2006
42	45	47	50

C. The number of student participating in leadership activities will increase as the need dictates.

Actual Results			
1999	2000	2001	2002
7,691	7,606	8,438	7,375
Projected Results			
2003	2004	2005	2006
7,400	7,450	7,500	7,550

7. Actively promote efficient coordination of professional-technical education with the other elements of Idaho's workforce development efforts.

A. The State Division will provide appropriate representation and staff support to 100% of the relevant workforce-related committees and task forces, including the Workforce Training Network, the Workforce Development Council, School-to-Work, and others.

Actual Results			
1999	2000	2001	2002
100%	100%	100%	100%
Projected Results			
2003	2004	2005	2006
100%	100%	100%	100%

**Program Results and Effect:**

Program 01 provides the leadership and technical support necessary for the state system of professional-technical education to operate effectively. The State Board has broad system categories in quality, access, relevance and efficiency. In keeping with those areas of emphasis, the Division has set goals and performance outcomes which will result in the following: initiatives that will continuously improve the quality of professional-technical education; initiatives that will increase the availability of high demand training programs/options; and, initiatives to ensure that instruction is rigorous and relevant to workforce needs.

Program 01 staff focus the system on accomplishing these goals by: developing new programs and helping maintain existing ones; coordinating and facilitating the development of new curricula; working with Idaho business and industry to determine needs and provide program support; sponsoring, organizing, and conducting teacher in service; maintaining federal funds related to technical training; supervising statewide extracurricular student organizations; and representing the professional-technical system to the State Board, the legislature and the general public. Over the past five years, the System has experienced 21.7% growth in secondary programs, along with 22.7% growth in enrollment. This compares with a 1.1% decrease in high school enrollment. This growth has occurred because of new types of programs developed by the Division as well as new curricula and program structure; for example, there were 365 Tech Prep articulation agreements linking secondary and postsecondary programs in place this year, and eleven professional-technical schools/academies offered 90 high-level industry-endorsed programs with enrollment of 3,286 students.

Customized training has increased substantially over the past 10 years, providing specialized training to Idaho businesses. The numbers for FY2002 are somewhat lower than in previous years due to the fact that during slow economic times, companies and individuals do not use available funds for short-term upgrade training. More interest is in making longer term investments that have a stabilizing effect or provide for certificates and/or degrees that support career changes. Postsecondary programs have undergone significant modifications with over 180 new programs, options, certificates and/or degrees.

The Division has developed a strategic plan with a number of shorter and intermediate performance goals that address the listed purposes. The measures reflected on this document reflect longer term, system measures that are more stable over time. The ultimate measures, however, are found in Programs 2, 3 and 4 where the results of the system office support are realized.

For more information contact Dan Petersen at 334-3216.

## Educ - Professional-Technical Educ

### General Programs

#### Description:

Program 02 provides a continuum of professional-technical educational opportunities for all students beginning with career exploration in the middle school and ending with upgrade and customized training for Idaho's workforce. The long-range goal is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

#### Major Functions and Targeted Performance Standard(s) for Each Function:

1. To provide quality high school professional-technical programs that are realistic in terms of employment opportunities and consistent with student interests, aptitudes, and abilities.

- A. The percent of public school students of high school age (grades 9-12) served by professional-technical education will be 70% or higher. NOTE: Prof-tech enrollments are unduplicated within programs, but may be duplicated among the different programs. This has resulted in a higher than 100% participation calculation for the last two years.

Actual Results			
1999	2000	2001	2002
93.7%	96.7%	101.2%	101.5%
Projected Results			
2003	2004	2005	2006
90.0%	90.0%	90.0%	90.0%

- B. Enrollments in Tech Prep will increase by 10% each year.

Actual Results			
1999	2000	2001	2002
1,620	2,334	3,211	4,434
Projected Results			
2003	2004	2005	2006
4,877	5,365	5,902	6,492

- C. The percentage of professional-technical students reaching the standard for occupational competency attainment will increase each year. New federal legislation changed the measure from percentage of schools to percentage of students beginning with FY 2000.

Actual Results			
1999	2000	2001	2002
78%	88.3%	91.6%	88.9%
Projected Results			
2003	2004	2005	2006
90.0%	90.6%	91.0%	91.3%

- D. The Positive Placement rate for students completing secondary professional-technical programs will be 92% or greater. NOTE: Since 4% choose not to be in the labor force (i.e. full-time parents), 93% represents only 3% unemployment.

Actual Results			
1999	2000	2001	2002
93%	93%	92%	93%
Projected Results			
2003	2004	2005	2006
92%	92%	92%	92%

**Educ - Professional-Technical Educ  
General Programs**

2. To provide professional-technical programs and/or services to special population students who need additional services to succeed in professional-technical education.
- A. The percent of special populations students enrolled in professional-technical programs (Secondary) will be maintained at 28% or higher.

Actual Results			
1999	2000	2001	2002
27.6%	26.9%	28.6%	32.5%
Projected Results			
2003	2004	2005	2006
28.0%	28.0%	28.0%	28.0%

3. To increase successful participation of minority students in professional-technical programs.
- A. The percent of minority students enrolled in secondary programs will be maintained at 9.5% or higher.

Actual Results			
1999	2000	2001	2002
11.3%	11.4%	12.2%	13.1%
Projected Results			
2003	2004	2005	2006
9.5%	9.5%	9.5%	9.5%

- B. The number of minority students enrolled in secondary programs will increase as the population grows.

Actual Results			
1999	2000	2001	2002
8,063	8,400	9,245	10,011
Projected Results			
2003	2004	2005	2006
10,511	11,036	11,588	12,167

- C. The percent of minority students enrolled in postsecondary programs will be maintained at 7.5% or higher.

Actual Results			
1999	2000	2001	2002
8.1%	8.2%	9.7%	10.3%
Projected Results			
2003	2004	2005	2006
8.0%	8.0%	8.0%	8.0%

- D. The number of minority students enrolled in postsecondary programs will increase as the population grows.

Actual Results			
1999	2000	2001	2002
529	532	714	835
Projected Results			
2003	2004	2005	2006
845	860	875	895

- E. Teen Parenting programs and services will be maintained to cover the six regions of the state.

Actual Results			
1999	2000	2001	2002
11	11	11	11
Projected Results			
2003	2004	2005	2006
11	11	11	11

## Educ - Professional-Technical Educ

### General Programs

4. To provide preservice and in-service programs that will assure an adequate supply of professional-technical teachers (including minority teachers) with state-of-the-art technological and pedagogy skills.
- A. The number of students enrolled in professional-technical teacher education will be sufficient to meet the demand. \*FY99 data from ISU not available.

Actual Results			
1999	2000	2001	2002
340*	560	744	825
Projected Results			
2003	2004	2005	2006
850	850	850	850

- B. Inservice opportunities will be provided for at least 2,500 professional-technical instructors each year. \*FY99 data from ISU not available.

Actual Results			
1999	2000	2001	2002
3,693*	6,840	6,825	6,826
Projected Results			
2003	2004	2005	2006
6,925	6,950	6,950	6,950

- C. The percent of minority teachers teaching professional-technical education will increase to the incidence in the population.

Actual Results			
1999	2000	2001	2002
1.7%	2.1%	1.7%	1.5%
Projected Results			
2003	2004	2005	2006
1.7%	1.9%	2.1%	2.2%

5. To provide for development and research that will assist in maintaining current and relevant programs of professional-technical education.
- A. A minimum of 15 curricula will be revised each year and will meet industry standards.

Actual Results			
1999	2000	2001	2002
29	31	14	25
Projected Results			
2003	2004	2005	2006
15	15	15	15

6. To provide professional-technical short-term classes in upgrading and retraining for individuals employed or seeking a new occupation, customized training for business/industry, and related instruction for apprentices.
- A. The percent of workforce served in adult professional-technical education will be 6.5% or higher.

Actual Results			
1999	2000	2001	2002
6.3%	7.3%	6.6%	4.7%
Projected Results			
2003	2004	2005	2006
6.5%	6.5%	6.5%	6.5%



**Educ - Professional-Technical Educ  
General Programs**

- B. The number of students in short-term upgrade and customized training will increase by 2% each year. (Headcount) \*\* Headcount increases in FY 2000 and FY 2001 due to change in reporting additional count from industry upgrades which does not occur on a yearly basis. \* During slow economic times, companies and individuals do not use available funds for short-term upgrade training. More interest is in making longer term investments that have a stabilizing effect or provide for certificates and/or degrees that support career changes.

Actual Results			
1999	2000	2001	2002
33,511	42,203*	39,388*	27,933 **
Projected Results			
2003	2004	2005	2006
28,491	29,060	29,641	30,233

- C. The number of students in short-term upgrade and customized training will increase by 2% each year. (FTE)

Actual Results			
1999	2000	2001	2002
1,363	1,030	1,042	848
Projected Results			
2003	2004	2005	2006
865	882	899	918

- D. The number of professional-technical short-term classes will increase sufficiently each year to serve the increasing demand for training.

Actual Results			
1999	2000	2001	2002
3,304	2,750	2,565	2,233
Projected Results			
2003	2004	2005	2006
2,277	2,322	2,368	2,415

7. To plan, administer, and deliver uniform, comprehensive statewide fire and emergency services (Fire, HazMat, Anti-Terrorism) training programs through the most efficient use of the resources available, in order to assist in meeting the training of fire service personnel, first responders and protection entities, so that lives and property may be saved and protected.

- A. The number of students served in Fire Services Training classes will increase by 2% each year until demand is met. NOTE: Anti-Terrorism enrollments are included in the Fire Services Training number for FY 2000, but are reported separately beginning with FY 2001. (See 7E & F below)

Actual Results			
1999	2000	2001	2002
5,536	4,094	3,954	3,084
Projected Results			
2003	2004	2005	2006
3,145	3,208	3,273	3,338

- B. The number of Fire Services Training classes will increase sufficiently each year to serve the increasing demand for training.

Actual Results			
1999	2000	2001	2002
332	218	227	179
Projected Results			
2003	2004	2005	2006
182	186	190	194

## Educ - Professional-Technical Educ General Programs

C. The number of students served in Hazardous Materials Training classes will increase by 1% each year until demand is met.

Actual Results			
1999	2000	2001	2002
2,437	1,621	1,546	1,405
Projected Results			
2003	2004	2005	2006
1,419	1,433	1,447	1,461

D. The number of Hazardous Materials Training classes will increase sufficiently each year to serve the increasing demand for training.

Actual Results			
1999	2000	2001	2002
171	121	103	91
Projected Results			
2003	2004	2005	2006
92	93	94	95

E. The number of students served in anti-terrorism training classes will increase by 2% each year until demand is met.

Actual Results			
1999	2000	2001	2002
n/a	n/a	88	178
Projected Results			
2003	2004	2005	2006
182	185	189	193

F. The number of anti-terrorism training classes will increase sufficiently each year to serve the increasing demand for training

Actual Results			
1999	2000	2001	2002
n/a	n/a	4	12
Projected Results			
2003	2004	2005	2006
13	15	17	18

### Program Results and Effect:

The result of program 02 is a continuum of professional-technical educational opportunities for all students that begin with career exploration at the middle school level and continue through basic entry-level training at the secondary level. It includes upgrade training and apprenticeship training to enhance skills of the incumbent workforce and customized training to meet the needs of employers. All professional-technical educational programs are based on the needs of Idaho employers and, thus, the employment opportunities for students.

Program 02 also results in teachers who possess the necessary skills to provide effective professional-technical education as well as updated curricula that meet industry standards.

Finally, the planning, administration and delivery of uniform, comprehensive training for fire fighters, hazardous materials personnel, and anti-terrorism training protects the lives and property of Idaho citizens.

For more information contact Dan Petersen at 334-3216.

## Educ - Professional-Technical Educ Post Secondary

### Description:

The long-range goal of the postsecondary program is to provide postsecondary students with the specialized skills and technical knowledge needed for employment in recognized occupations that require less than a baccalaureate degree and to provide persons already in the workforce with skills to assist them in maintaining and/or advancing in their chosen occupation. (Performance indicators for the latter are listed under Program 02.)

### Major Functions and Targeted Performance Standard(s) for Each Function:

1. Increase professional-technical education opportunities at the postsecondary level.

- A. The percent of postsecondary students served in professional-technical education will be 9.5% or more.

Actual Results			
1999	2000	2001	2002
9.8%	9.7%	9.4%	10.0%
Projected Results			
2003	2004	2005	2006
9.5%	9.5%	9.5%	9.5%

- B. The number of postsecondary professional-technical programs will be maintained at a level sufficient to meet the needs of Idaho citizens and the economy.

Actual Results			
1999	2000	2001	2002
152	151	148	151
Projected Results			
2003	2004	2005	2006
150	152	153	155

- C. The number of postsecondary students (Headcount) enrolled in programs funded through general account sources will increase each year until the demand is satisfied.

Actual Results			
1999	2000	2001	2002
5,775	6,383	7,227	7,959
Projected Results			
2003	2004	2005	2006
7,970	8,000	8,015	8,030

- D. The number of postsecondary Full Time Equivalent (FTE) students enrolled in programs funded through general account sources will increase each year until demand is satisfied.

Actual Results			
1999	2000	2001	2002
3,689	3,800	3,746	4,092
Projected Results			
2003	2004	2005	2006
4,110	4,120	4,135	4,150

## Educ - Professional-Technical Educ

### Post Secondary

- E. Students will be enrolled in technical training opportunities funded through non-general account sources. (Headcount) Note: The number for FY 99 includes 470 students attending professional-technical classes through a special project that only ran during FY 99. \*Due to the fact that three programs funded through non-general account sources will be discontinued in FY 2001, lower numbers were projected for FY 2001-2005.

Actual Results			
1999	2000	2001	2002
879*	264	148	141
Projected Results			
2003	2004	2005	2006
140	140	140	140

- F. Students will be enrolled in technical training opportunities funded through non-general account sources. (FTE) \*This number includes 31.04 FTE for students attending courses through the project mentioned under 1E above.

Actual Results			
1999	2000	2001	2002
204*	150	93	88
Projected Results			
2003	2004	2005	2006
90	90	90	90

2. Expand quality professional-technical education for secondary students and improve the articulation of secondary and postsecondary professional-technical education.

- A. The number of Tech Prep students enrolled in postsecondary programs will increase each year.

Actual Results			
1999	2000	2001	2002
120	253	299	292
Projected Results			
2003	2004	2005	2006
295	305	320	330

- B. The number of high school students attending a postsecondary institution as part of their secondary program will increase to meet demand. (Headcount)

Actual Results			
1999	2000	2001	2002
108	131	265	376
Projected Results			
2003	2004	2005	2006
380	390	395	400

- C. The number of high school students attending a postsecondary institution as part of their secondary program will increase to meet demand. (FTE)

Actual Results			
1999	2000	2001	2002
19	23	51	85
Projected Results			
2003	2004	2005	2006
87	90	91	93

**Educ - Professional-Technical Educ  
Post Secondary**

3. Prepare all graduates of programs funded through general account sources for jobs consistent with their interests and aptitudes.
- A. The average percentage rate of completers who obtained training-related employment will be 75% or higher.

Actual Results			
1999	2000	2001	2002
69.5%	81.1%	76.4%	68.0%
Projected Results			
2003	2004	2005	2006
75.0%	75.0%	75.0%	75.0%

- B. The average percentage rate of completers who obtained a training-related job, were in the military, or are pursuing additional education will be 80% or higher.

Actual Results			
1999	2000	2001	2002
87.5%	90.0%	90.3%	87.4%
Projected Results			
2003	2004	2005	2006
80.0%	80.0%	80.0%	80.0%

- C. The average percentage rate of completers who are employed, in the military, or are continuing education will be 90% or higher.

Actual Results			
1999	2000	2001	2002
94.2%	95.4%	95.6%	94.1%
Projected Results			
2003	2004	2005	2006
90.0%	90.0%	90.0%	90.0%

**Program Results and Effect:**

Program 03 results in students with advanced technical education requiring less than a baccalaureate degree. The effect of this program is to provide a critical component of the educational continuum in Idaho to prepare the 70% of the students who need quality postsecondary education, but will not need nor receive a baccalaureate degree. This program also recognizes the role of the technical college system in serving and articulating with secondary students as well as articulating with further education. Both of these roles are addressed in the performance measures.

For more information contact Dan Petersen at 334-3216.

## Educ - Professional-Technical Educ

### Unprepared Adults

#### Description:

The goals for the Unprepared/Under prepared Adults and Displaced Homemaker program are to help adults in Idaho who are at risk and not fully prepared to either participate effectively in the workforce or be immediately successful in traditional educational programs. The long range goal is to provide unprepared/under prepared adults, including displaced homemakers, single parents, and other nontraditional adult students, with skills necessary to be successful in a globally competitive workplace.

#### Major Functions and Targeted Performance Standard(s) for Each Function:

1. Provide professional-technical programs and/or remedial and developmental services to students who need workplace literacy instruction for employment or to succeed in regular professional-technical education programs.

A. The remedial and developmental services offered by the six postsecondary professional-technical institutions will be expanded to meet demand.

Actual Results			
1999	2000	2001	2002
3,419	3,352	2,593	2,559
Projected Results			
2003	2004	2005	2006
2,575	2,600	2,600	2,600

B. The percent of special population students enrolled in the technical colleges will be 28% or higher.

Actual Results			
1999	2000	2001	2002
33.1%	36.6%	38.0%	40.3%
Projected Results			
2003	2004	2005	2006
28.0%	28.0%	28.0%	28.0%

C. The number of individuals (VFTE) in the correctional system served by professional-technical training will increase by 5% each year. \*Funding was reduced by nearly 50% in FY 2000.

Actual Results			
1999	2000	2001	2002
42	26*	44	70
Projected Results			
2003	2004	2005	2006
73	77	81	85

2. Increase successful participation of unprepared/underprepared adults in professional-technical programs and the workplace.

A. The number of displaced homemakers served by the Centers for New Directions who enter postsecondary professional-technical training will be a minimum of 500. \*Lower results and projections are due to a significant drop in funding beginning in FY 2000.

Actual Results			
1999	2000	2001	2002
1,081	331*	483	760
Projected Results			
2003	2004	2005	2006
700	700	700	700

**Educ - Professional-Technical Educ  
Unprepared Adults**

- B. The number of displaced homemakers served by the Centers for New Directions who enter the labor market will be a minimum of 500.

Actual Results			
1999	2000	2001	2002
803	309*	420	629
Projected Results			
2003	2004	2005	2006
600	600	600	600

3. Operate a Center for New Directions (displaced homemaker center) through the postsecondary technical college system, reach out into rural communities to locate and serve single parents/displaced homemakers who cannot come to the centers, and help the displaced homemakers and single pregnant women overcome personal and economic barriers to education and employment.

- A. The Centers will sponsor a minimum of 330 activities per year.

Actual Results			
1999	2000	2001	2002
358	306*	294	361
Projected Results			
2003	2004	2005	2006
350	350	350	350

- B. The Centers will sponsor a minimum of 2,000 counseling services per year. \*Refer to Function 2, Target A.

Actual Results			
1999	2000	2001	2002
3,970	1,026*	1,737	1,994
Projected Results			
2003	2004	2005	2006
2,000	2,000	2,000	2,000

- C. The Centers will serve a minimum of 2,000 participants per year.

Actual Results			
1999	2000	2001	2002
2,549	1,026*	1,737	1,994
Projected Results			
2003	2004	2005	2006
2,000	2,000	2,000	2,000

## **Educ - Professional-Technical Educ Unprepared Adults**

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### **Program Results and Effect:**

Idaho's economy is becoming more reliant on new technologies, and higher levels of literacy are required in the workplace. Thus, increasing numbers of adults need remedial or developmental assistance in reading, writing, arithmetic, communications, problem solving, and processing information. Approximately 31% or more than 261,000 of the 842,000 adults who are 16 and over have literacy skills that are not adequate. This means that of Idaho's 607,700 citizens eligible for the workforce, about 188,000 are functionally illiterate in one or more areas.

The Division has developed a state strategy for addressing the needs of unprepared/under prepared adults that will effectively coordinate the various professional-technical programs currently serving individuals with workplace literacy needs. This program includes services provided by the Centers for New Directions, Academic Skills Development Centers, and the Department of Correction.

To help transition at-risk high school students to work, a new initiative, Jobs for Idaho's Graduates (JIDG) was implemented. During FY02 five senior-year programs and one dropout recovery program were started. A total of 57 students participated in the senior-year program. Twenty-two students participated in the dropout recovery program. Of the 57 participants 52 of them completed the high school/GED and 4 of the 22 dropout recovery students completed the high school/GED

The result of Program 04 is to provide courses and services for adults to overcome barriers that would otherwise prevent them from succeeding in the workforce or in additional technical and academic education. Services provided include remedial and developmental skills education, assessment, counseling, career guidance, pre-professional-technical training, as well as other specialized training necessary to help unprepared/under prepared adults succeed in technical education and the workplace.

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